



Learning and Teaching Commons
@ The Washington Center

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2020 Evergreen Summer Institute Program

To support and enrich our collective growth as a learning organization, the Learning and Teaching Commons has collaborated with Academic Deans, Inclusive Excellence and Student Success, faculty, and staff to curate an engaging mix of sponsored and community-initiated summer institute offerings. Registration opens Wednesday, May 20.

All institutes will be held remotely. Conveners are encouraged to think creatively about what a day's worth of professional development work looks like in a remote environment, and--as with the best online teaching--to mix synchronous and asynchronous modes of working. Participants are encouraged to share their access needs in a remote environment when they register.

[\[REGISTRATION FORM\]](#) | [\[Calendar View\]](#)

== WEEK-BY-WEEK ==

SUMMER BREAK, JUN 15-19			
6/15	6/17	LT01	Evergreen's First-year Experience
6/15	6/16	LT02	New Faculty Academy: Days 1&2*
6/18	6/19	BB01	Framing Evergreen's New Academic Directions: The Big Bets Summer Institute
SUMMER WEEK 1, JUN 22-26			
6/22	6/26	BB02	Designing Relevant, Engaged Curriculum for Evergreen's New Academic Directions*
SUMMER WEEK 2, JUN 29-JUL 3			
6/29	7/1	LE01	Resilient Leadership in Times of Change*
7/2		LT03	#EvergreenEverywhere I: Lessons Learned from Spring 2020

SUMMER WEEK 3, JUL 6-10			
7/6	7/7	LT04	#EvergreenEverywhere II: Designing Meaningful Hybrid/Online Learning Experiences
7/8		LE02	Towards a Model of Transformative Justice
7/9		CP01	Community Based Learning in the Curriculum: Social Justice and Community Partnerships for Deep Engagement in a Post-COVID-19 World
7/10		LT05	Integrating Climate Resilience into Existing Programs
SUMMER WEEK 4, JUL 13-17			
7/13		CP02	Master of Public Administration Summer Institute
7/13	7/15	LE03	Research on Forms of Truth & Reconciliation
7/14		LT06	Real Evergreen Learning and Teaching: Updating the 2006 Real Faculty Handbook to Celebrate 50 Years
7/15		LT07	Evergreen's Roots: Documenting Our Oral History
7/16	7/17	CP03	Climate Change Curriculum and Action - Days 1&2
SUMMER WEEK 5, JUL 20-24			
7/20		LT08	#EvergreenEverywhere III: Lab, Field, Studio and other Experiential Learning in Hybrid/Online
7/22	7/23	BB03	Big Bets: (re)Designing the Transcript as a Holistic Learning Record
SUMMER WEEK 6, JUL 27-31			
7/27		LE04	Approaches to Truth, Racial Healing, and Transformation
7/29		LE05	Center for Entrepreneurial Leadership and Transformational Change
7/30		LT09	#EvergreenEverywhere IV: Designing Equitable and Inclusive Learning Activities
SUMMER WEEK 7, AUG 3-7			
8/10	8/11	CP04	MES Growth in Times of Change
8/3	8/4	LT10	Interdisciplinary Computer Science
8/5	8/6	LE06	Trans 101

SUMMER WEEK 8, AUG 10-14			
8/10		CP05	What's Next for Public Education?: Re-imagining Connections Between Our Public Liberal Arts College and K-12 Public Schools
8/10	8/11	LE08	Supporting Undocumented and Latinx Students at Evergreen
8/12	8/14	LE07	Listen to the Wind: Embodiment of Equity and Change in Troubled Times
SUMMER WEEK 9, AUG 17-21			
8/18	8/19	LE08	Enduring Legacies Native Cases Summer Institute*
SUMMER WEEK 10, AUG 24-28			
8/27		CP06	Promoting Student Engagement with the State Legislature
SUMMER EVALUATION WEEK, AUG 31-SEP 4			
8/31		LT02	New Faculty Academy - Day 3*
8/31		LE09	UndocuAlly Training
9/3		LT11	#EvergreenEverywhere V: Meaningful Hybrid/Online Learning Experiences: Reflection & Peer-Review
9/4		CP03	Climate Change Curriculum and Action - Day 3
BREAK WEEK, SEP 7-11			
9/8	9/9	LT12	General Biology: Pedagogical sharing
9/10	9/11	CP07	The Living Lands - How Do We Make the Most of Our Campus Lands?

*These institutes have a separate registration process and are referenced here for scheduling purposes. For details, contact the Learning and Teaching Commons at learningandteaching@evergreen.edu.

New Academic Directions: Planning for Evergreen's Big Bet

BB01 | Framing Evergreen's New Academic Directions: The Big Bets Summer Institute

Jun 18-19

Jen Drake, Kathleen Eamon, Karen Gaul, Larry Geri, with support from Emily Gray

June 18 1:00 PM - 4:00 PM

June 19 9:00 AM - 12:00 PM (Focused work for early implementation)

Evergreen's [New Academic Directions work](#) (affectionately known as "Big Bets") is well underway. This will be exciting, re-founding work, and if you are convening a related summer institute, we want you to be part of it; that's why your preparation to lead your institute work this summer starts here. The Big Bets work will define major parts of the administrative, academic, and curricular structures of the college going forward, and this two-day institute is your chance to help frame the work ahead. That's why this institute is a starting place for all summer work related to the implementation of our New Academic Directions model. In it, participants will explore each component of the model in some depth, and contribute to those details that will make it come alive both here and in the intensive institutes to follow. In addition, this initial institute will help build a networking structure across all related summer institutes. The aim is to ensure that the Big Bets work is both coordinated and cross-pollinated.

BB02 | Designing Relevant, Engaged Curriculum for Evergreen's New Academic Directions

Jun 22-26

Select Path Conveners & CAT Leaders

Faculty leaders are invited to design curriculum pathways for Big Bets that build upon and extend the important work creating learning pathways for students. Details for this institute will emerge as the [New Academic Directions](#) model crystallizes. In the meantime, please hold these dates open as you are able.

BB03 | Big Bets: (re)Designing the transcript as a holistic learning record

Jul 22-23

Karen Gaul, Lori Klatt, and Julia Metzker

The transcript contains rich information about an Evergreen graduate's growth through the course of their degree, yet doesn't readily communicate strengths to potential employers, graduate school admission committees, and others tasked with evaluating qualifications. In this two-day institute, we will explore strength-based models that center students in the transcript-building process. The five stages of the design-thinking process (empathize, define, ideate, prototype, test) will be used to (re)design the transcript as a portable digital representation of learning. We will first build empathy and define the challenge by exploring how students use their transcript to communicate to multiple audiences. In partnership with Helen Chen, Director of ePortfolio Initiatives at Stanford University, we will ideate and prototype potential models. Collectively we will investigate how a learning record could serve as documentation of learning and a platform for reflection while also providing a succinct snapshot of student skills, knowledge, and achievement. A student-centered transcript necessarily links in components emerging from the New Academic Directions model such as whole-student advising, e-portfolios, stackable credentials, and capstone learning.

Learning and Teaching at Evergreen

LT01 Evergreen's First-year Experience*

Jun 15-17

Cynthia Kennedy, Jadon Berry, and Sonja Wiedenhaupt

Faculty and staff teaching in first-year and lower-division programs are invited to join a three-day institute, with special emphasis on our new First-Year Experience initiative. Team-building lies at the heart of the institute, along with program and course planning. Faculty and staff teams will build relationships, learn more about first-time, first-year students, develop integrative assignments, write course outlines, and plan with all students' learning and engagement in mind. There will be common workshops as well as program and course planning time every day. Working in teams, faculty and staff will develop assignments to integrate FYE courses and academic programs. We will also set aside time for faculty and staff to plan their respective curricula.

*This institute meets the requirements for the [June 2017 MOU](#) annual mandatory training for faculty professional development in inclusive excellence, culturally-relevant pedagogy, and cultural competence.

LT03 #EvergreenEverywhere I: Lessons Learned from Spring 2020

Jul 2

Eric Stein

What just happened? The shift to remote teaching in spring 2020 came about suddenly as a response to the pandemic; for most faculty, the quarter sped by in a blur. This one-day institute invites you to come together, slow down, and take time to process what you learned during Spring. What do you know now that you didn't know before the quarter began? What stories do you have to tell about student struggles and student successes? How can these inform our ongoing teaching as we continue to rely on remote and hybrid teaching?

We will spend the first part of the morning setting up a structure for reflection and writing. Faculty will then work on their own, thinking through and documenting the experiences of spring 2020 (a process which may also be helpful for composing faculty self-evaluations). In the early afternoon, we will reconvene to share our stories and insights. Our conversations will be documented for consideration in subsequent 2020 summer institutes; it will also figure into the work of the Learning and Teaching Commons in fall 2020 and beyond.

LT04 #EvergreenEverywhere II: Designing Meaningful Hybrid/Online Learning Experiences

Jul 6-7

Hybrid Learning Faculty and Staff Cohort

A cohort of experienced Evergreen staff and faculty will participate in an intensive training on instructional design, and will bring that learning back to us in this institute focused on instructional design for our new remote environment. Particular attention will be paid to accessibility and creative approaches to high-engagement pedagogy. Participants will work on syllabus, assignment, and learning activity design for Fall 2020 and beyond, and will have the opportunity to get feedback on their work in progress at a follow-up institute on September 3.

LT05 Integrating Climate Resilience into Existing Programs

Jul 10

Robin Bond

By fostering discussion across disciplines, participants will consider various solutions (scientific, societal, literary, etc.) for climate resilience and determine which high-impact teaching practices can be used to facilitate students' understanding of these ideas. This institute will focus on programs that have already been planned for 20-21 and 21-22. Faculty and staff welcome.

LT06 Real Evergreen Learning and Teaching: Updating the 2006 Real Faculty Handbook to Celebrate 50 Years

Jul 14

Joli Sandoz

This institute is a gathering to jump-start contributions to the 2021 edition of Evergreen's Real Faculty Handbook. The Real Faculty Handbook (RFH) – subtitled “Not to be Confused with The Evergreen State College [Official] Faculty Handbook” – gathers Evergreen educators' informal short writings about learning and teaching here. Past contributions to the RFH, varying in length from one-half to six pages, have addressed Evergreen topics ranging from planning a program to writing evaluations – and just about everything in between.

Reflection and writing with colleagues about how and why we do our work seems especially salient this “stay home, stay safe” summer, which follows hard on the heels of our collective race into remote teaching. And much has evolved in Evergreen learning and teaching since curriculum dean Jin Darney compiled the first RFH in 1997. We will read and discuss excerpts from the most recent version of the RFH (distributed in 2006), and several staff and faculty writings from Evergreen's Malcolm Stilson Archives. Then individuals or small groups will work to generate and share, by the end of the institute day, a draft page or two (or more!) of written reflection on topic/s you elect to consider, pitched to your campus colleagues including educators new to Evergreen. You may choose to commit, or not, to continuing to develop this draft work into a piece to submit to the RFH by summer's end. We hope you will! Come join us.

LT07 Evergreen's Roots: Documenting Our Oral History

Jul 15

Sam Schrager

Since 2016, members of our community have done in-depth interviews with 50 retired faculty, staff and administrators. This ongoing project documents stories and reflections of a wide array of people – their vibrant memories of how they experienced, contributed to, and have been affected by work and life, challenges and change at this unique institution. The institute, funded by a generous donation to The Evergreen State College Foundation, invites current faculty and staff to interview one or two retirees of your choice, to delve with them into the personal and collective history they wish to share. It begins with a day of meeting with seasoned project participants to discuss interviewing methods; enduring commitments and issues at Evergreen; and ethics of community-based oral history. The other days of the institute will be your own research, conducting one or more conversational interviews over the course of the summer. These will become part of the Library Archives and a legacy for the College, our students, educators, and others in the future.

LT08: #EvergreenEverywhere III: Lab, Field, Studio and other Experiential Learning in Hybrid/Online

Jul 20

Select Path Conveners

This institute will provide an opportunity for faculty and staff to share resources and design strategies for experiential learning in a hybrid/remote learning environment. Working groups will be formed specifically for laboratory sciences, field-based sciences, computer-intensive work, studio arts, community-based learning, and foreign languages. We will share ideas for simulated hands-on activities, hands-on activities that involve remote data analysis, independent hands-on work at home, and limited on-campus work (with reduced numbers of students, possibly in altered spaces indoors and out). We will brainstorm ways to build student kits to support hands-on work and liaise with staff to coordinate how students might borrow equipment for limited periods of time.

LT09 #EvergreenEverywhere IV: Designing Equitable and Inclusive Learning Activities*

Jul 30

Joli Sandoz

This hands-on institute will include discussion of a provided list of practical strategies for making assignments and learning activities both equitable and inclusive. We'll follow discussion with a design "studio" session: a series of hands-on tasks to prompt you through completion of an assignment, workshop, learning activity, slide presentation, or class session you intend to use with students during 20-21. Peer consultation with other attendees at this institute will be part of our studio work. The result by the end of the day: a ready-to-go equity-informed presentation, class session plan, or assignment/activity handout for your course or program members.

*This institute meets the requirements for the [June 2017 MOU](#) annual mandatory training for faculty professional development in inclusive excellence, culturally-relevant pedagogy, and cultural competence.

LT10: Interdisciplinary Computer Science

Aug 3-4

Richard Weiss

The goal of this institute is to bring together computer scientists and other faculty interested in computing to discuss ways in which computer science can be integrated with other disciplines. We would like to provide faculty development for those who would be interested in teaching some computing in their programs but do not feel confident about their knowledge. Since computing is becoming more important in all fields, we feel it is necessary to prepare students for this new age of computation. We also want to engage new CS faculty in the process of planning curriculum. Some of the time will be spent discussing the core CS curriculum. Some of the time would be spent discussing how interdisciplinary CS can engage URM students.

LT11 #EvergreenEverywhere V: Meaningful Hybrid/Online Learning Experiences: Reflection & Peer-Review

Sep 3

Hybrid Learning Faculty and Staff Cohort

At this one-day institute, faculty will receive targeted peer feedback on the hybrid/online learning experiences they've designed over the summer. A cohort of faculty and staff will use the Online Learning Consortium Quality Scorecard rubric to anchor feedback in research-based principles and wise practices for online and hybrid learning.

Carri LeRoy and Nancy Murray

We hope to gather the faculty involved in teaching General Biology together to share resources and brainstorm inclusive practices for engaging underserved students. We need time together to talk about credit equivalencies and the sequencing of coursework across programs, discuss which labs should be consistently used at the lower vs. upper division levels to avoid repeating activities for students throughout their advancement in our paths, and strategize our teaching plans over the next 5 years.

This two-day institute will be focused on teaching and learning in General Biology across programs that offer this material. We will be using our time to firm up this foundational coursework in both ES and IBC paths. We often meet separately in our paths, so this institute will be an especially important time for faculty from across paths to gather and have pedagogical discussions. Some of our time will be focused on sharing materials for online teaching of Biology Labs and sharing best practices for engaging students in online coursework in Biology. If time permits, we will also discuss the teaching of more specific topics (Genetics, General Ecology, Advanced Molecular Biology, etc.) as part of foundational General Biology and also as advanced coursework. It is important to make distinctions between lower division and upper division teaching of Ecology.

Leading for Equity

Margaret Blankenbiller, Jason Mock, Joli Sandoz, and Elizabeth Williamson

The rapid social and organizational changes we're experiencing call for responsive leadership -- and staff and faculty across the College have risen to the occasion. How can we best sustain this work as the pace of change persists? This institute offers an opportunity to reflect on how we might collaboratively use our various forms of power to fashion Evergreen into a resilient institution. Concrete skill building sessions and a holistic analysis of institutional power relations will help us hone facilitation, communication, and decision-making skills. We'll also examine broad trends in higher education that influence our capacity to lead from the middle, even as we work toward making meaning from the upheaval we've experienced.

This three-day offering follows the 2019 leadership institute last summer, but will differ in content and approach. A separate application process, open to all staff and faculty who lead from the middle, will be announced via email.

James Jackson, María Isabel Morales, Eirik Steinhoff and Talib Williams

This summer institute is organized by The Evergreen Coalition for Justice Involved Students -- a coalition made up of organizations, programs, and key individuals assisting currently or formerly incarcerated youth or adults. The coalition is committed to designing a transformative justice model that (re)imagines national and state prison education reform, advances the prison-to-college pathways,

provides educational support in correctional facilities, and collaborates on reducing barriers in the transition from prison to college. This virtual summer institute will unpack and identify current work, challenges, and ideas to reduce barriers for justice-involved students at TESC and in our community. In this institute, participants will spend time strategizing about ways to build a sustainable solidarity network, a grounded framework, and robust teaching/learning objectives for better serving formerly incarcerated students.

*This institute meets the requirements for the [June 2017 MOU](#) annual mandatory training for faculty professional development in inclusive excellence, culturally-relevant pedagogy, and cultural competence.

LE03 Research on Forms of Truth & Reconciliation*

Jul 13-15

Sue Feldman, Joslyn Trivett, Ray Finn

This three-day institute is for anyone interested in exploring, examining and designing models (policy and practices) for truth and transformation events intended to heal the lived and living social harms across the close and far-flung Evergreen community. The time is ripe for both truth and transformation. While the Evergreen community has compounding harms (pain, fear, grief, confusion) the upcoming changes in leadership and college design offer the perfect chance for transformation. In this institute we will study and design policy and practices to generate a healthy, resilient community—one that can actualize chosen academic directions, optimize Evergreen’s model, and serve as a model of transformational justice in higher education.

*This institute meets the requirements for the [June 2017 MOU](#) annual mandatory training for faculty professional development in inclusive excellence, culturally-relevant pedagogy, and cultural competence.

LE04 Approaches to Truth, Racial Healing, and Transformation*

Jul 27

Cholee Gladney and Therese Saliba

In June 2020, a team of Evergreen’s Inclusive Excellence and Student Success staff, along with partners across campus, will participate in AAC&U’s week-long institute on Truth, Racial Healing & Transformation. TRHT efforts seek to address the historical and contemporary effects of race and racism within our communities, to deepen our understanding of our diverse and intersectional experiences, and to challenge structural barriers in ways that transform our collective community narratives and deepen commitments to social justice. Evergreen’s TRHT team members will participate in racial healing circles and a range of workshops to develop campus action plans, then bring this knowledge back to the community. We will collaborate with other communities of practice at Evergreen to explore a range of approaches to advancing the deep work of truth and racial healing, not only from campus events and the challenges of the coronavirus pandemic, but also from a divisive national context, as we seek to advance social justice, belonging and equity on our campus and in the broader community.

*This institute meets the requirements for the [June 2017 MOU](#) annual mandatory training for faculty professional development in inclusive excellence, culturally-relevant pedagogy, and cultural competence.

LE05 Center for Entrepreneurial Leadership and Transformational Change

Jul 29

Larry Geri & Tamsin Foucrier

The institute on the Center for Entrepreneurial Leadership and Transformational Change will explore options for the development of the Center. We will discuss how to maximize its potential for supporting students, the community, and the College's curriculum in leadership, social and business entrepreneurship, and change management. And how to align the vision for the Center with the campus' ongoing Big Bets/New Directions project.

LE06 Trans 101*

Aug 5-6

Amira Caluya, Greg Mullins, and Dusty Weber LaMay

Trans Advocacy trainer and legal fellow Dusty Weber LaMay will be providing a professional competency training centering on best practices and competency in services for transgender and gender diverse members of the Evergreen community. It will include a trans and gender 101 relative to the needs of the College but will primarily focus upon the issues specific to gender in collegiate settings. As campus leaders, we can influence Evergreen's campus culture and help create a space of belonging for transgender students. Attend this workshop to learn the basics of how to welcome and fully support trans students and employees to Evergreen.

*This institute meets the requirements for the [June 2017 MOU](#) annual mandatory training for faculty professional development in inclusive excellence, culturally-relevant pedagogy, and cultural competence.

LE07 Listen to the Wind: Embodiment of Equity and Change in Troubled Times*

Aug 12-14

Cholee Gladney and Leticia Nieto

Local anti-oppression educator (and former Evergreen staff member) Leticia Nieto, PsyD will present her Beyond Inclusion Beyond Empowerment equity model applied within the context of the recent Campus Climate Survey. What can we learn from the quantitative and qualitative data that will help inform our continuing awareness and next steps for creating an equitable community? How can we go "beyond the data" to more fully integrate the stories this data tells so that we can create a greater sense of belonging for our community? This interactive institute will provide key moments of reflection and attunement to social dynamics while centering individual and collective hopes for equity in our community.

*This institute meets the requirements for the [June 2017 MOU](#) annual mandatory training for faculty professional development in inclusive excellence, culturally-relevant pedagogy, and cultural competence.

LE08 Supporting Undocumented and Latinx Students at Evergreen

Aug 10-11

This one-day Summer Institute (split into an afternoon session and another the following morning) will focus on strengthening support networks and advocacy efforts to better support Undocumented and Latinx students at Evergreen. The Institute is geared to members and collaborators of the Undocumented Student Task Force (USTF) and the Latinx Standing Committee (LSC), and to staff and faculty interested in deepening their work with these two groups. Building on ongoing work, we will discuss collaboration between the LSC and the USTF,

deepen our knowledge of current conditions for students at various stages of documentation, and identify goals and priorities for our work in the coming year. We will also consider the changing landscape for undocumented communities, both at the college and nationally, and discuss both challenges and opportunities in creating a more supportive culture and structures for our students.

LE09 UndocuAlly

Aug 31

Ignacio/Nacho Alarcón

This UndocuAlly session, open to all Evergreen staff and faculty, is an interactive virtual training to equip participants with awareness, knowledge, and skills for supporting Undocumented students. The training will be a 3-hour Zoom session with 4 sections: 1) Legal Landscape, 2) Access & Support Landscape, 3) Mental Health & Navigational Experiences, and 4) an interactive panel to synthesize learning and dig deep together.

The intended learning outcomes for each area are as follows: 1) increased knowledge of the historical and current immigration legal landscape and its effects on Undocumented college students, 2) increased familiarity with the laws/policies/practices/resources that impact Undocumented students at Evergreen, 3) increased aptitude with and commitment to use immigrant-sensitive language, 4) individualized reflection on knowledge, awareness, and skills to commit to dig deep for our Undocumented students.

Faculty will be compensated at Summer Institute rates for attending this half-day training. This workshop fulfills the [June 2017 MOU](#) requirement for the annual mandatory training for faculty professional development in inclusive excellence, culturally relevant pedagogy, and cultural competence. Given that this is a half-day event, however, we encourage participants to deepen their understanding through additional equity workshops and learning opportunities

About Ignacio Alarcón: Ignacio/Nacho Alarcón (they/them pronouns) serves as Assistant Director for the AB 540 & Undocumented Student Center at University of California, Davis, the first Undocumented student center in the country. He also oversees the Yolo Interfaith Immigration Network non-profit, and serves on the Board of Directors for the Stonewall Youth non-profit in Olympia, along with the advisory council for UCPromise, an immigration policy research thinktank. As a proudly Latinx, disabled, trans* person of color (TPOC) in higher education, they are passionate about fighting alongside and cultivating kinship with multiply marginalized students towards liberation.

Curriculum Planning

CP01 Community Based Learning in the Curriculum:
Social Justice and Community Partnerships for Deep Engagement in a Post-COVID-19 World

Jul 9

Martha Rosemeyer, Maria Isabel Morales, and Ellen Shortt Sanchez

This Institute brings together faculty and members of community organizations to strengthen Community-Based Learning (CBL) in the Evergreen curriculum. CBL is a high impact practice and Evergreen's center is a leader in the field and showcases Evergreen's model through Campus Compact that sponsors statewide student recognition and national fellowships. This institute builds on past Summer Institutes on Literacy and Community Partnerships, Fostering Equity through CBL, and Strengthening Communities- Sustainability and Justice all co-hosted by the CCBLA. The Campus-Community Partnership for Health reminds us that "creating healthier communities and overcoming complex societal problems require collaborative solutions that bring communities and [Higher Ed] institutions together as equal partners and build upon the assets, strengths and capacities of each" ([Mayfield, Building Partnerships: Stronger Communities and Stronger Universities](#)). This gathering and dialogue builds on commitments agreed to in [Evergreen's College Civic Action Plan](#). Many local Community Organizations have deep roots with Evergreen. Alumni practitioners will share how their career was developed through interdisciplinary and experiential learning. These stories from active field supervisors and community educators will provide examples for current students to imagine work lives in the local grassroots, non-profit sector. We will ask each organization about their vision for a post-COVID world and how Evergreen might more-effectively partner with them.

*This institute meets the requirements for the [June 2017 MOU](#) annual mandatory training for faculty professional development in inclusive excellence, culturally-relevant pedagogy, and cultural competence.

CP02 Master of Public Administration Summer Institute

Jul 13

Meghan Doughty and Michael Crow

The Master of Public Administration summer institute convenes the MPA program's stakeholders to provide feedback on program performance; inform curricular change; and generate ideas on new related graduate academic programs in line with Big Bets.

CP03 Climate Change Curriculum and Action

Jul 16-17
Sep 4

Rachel Hastings, Alison Styring, and Sarah Williams

In this institute, we will develop and highlight climate change curriculum, events, and actions for the 20-21 academic year and beyond. We aim to make our long-term curricular strength in interdivisional environmental studies more visible across the college through broad, cross-CAT coordination. A primary goal will be to organize a year-long event/lecture series in 20-21 aimed at engaging the campus and broader communities. Through sharing our knowledge and practices, we will expand our understanding of climate justice/arts/resilience/science/policy/action/etc. and our capacity to help students gain meaningful skills through classwork, internships, study abroad, and other high-impact practices. We will discuss short common readings, and also use workshop formats to develop event

ideas and implementation plans for inviting speakers, faculty lectures, use of our campus land base for learning events, possible joint field trips to local organizations and work sites, etc. Our interdivisional coordination will foster inclusion and collaboration among all student populations through broad access to events, curriculum, and action as they navigate the climate curriculum within and between our paths of study.

CP04 MES Growth in Times of Change

Aug 10-11

John Withey and Averi Azar

The Master's of Environmental Studies (MES) program has maintained consistent enrollment even as TESC embarks on "Big Bets" strategies to improve undergraduate recruitment and retention. Our Summer Institute will focus on MES-specific development and growth that 1) integrates "Big Bets" strategies into the MES program (e.g. 3/2 Environmental Studies) 2) develops MES resilience by strengthening our own recruitment and retention 3) increases MES support of Evergreen's new majority students (LGBTQIAA+) 4) incorporates TEK and tribal responses to environmental and resource management issues across our core programs 5) develops MES students' writing fluency. Strategies to include these 5 goals across the MES core curriculum will be developed and discussed.

CP05 What's Next for Public Education?:

Aug 10

Re-imagining Connections Between Our Public Liberal Arts College and K-12 Public Schools

Michael Bowman, Kate Napolitan, and Sonja Wiedenhaupt

NOTE: This is a half-day institute.

"To grow a rose in concrete, we must cultivate a seed of hope." Jeff Duncan-Andrade These are precarious times for public education. Where are our seeds of hope? In this one-day institute, members of the faculty who are teacher educators with a commitment to public education invite participation from across the college to imagine and build connections between Evergreen staff, faculty and K-12 schools.

- How do undergrad programs and faculty already connect with youth, families, schools?
- How might your content expertise impact future teachers, Evergreen and K-12 students?
- Are you a parent or caregiver to youth? What kind of education do you envision for them?
- How can educators disrupt systems that limit access to meaningful education?
- What do you wish you would have experienced as a K-12 student?

Participants will wrestle with these questions and put them in conversation with these experiential strands and beyond: Inquiry: Creating possibilities through authentic partnerships and research. Community Teaching: Bringing forward experiences, histories, aspirations, and wisdom of families and communities beyond the school walls. Learning in Contexts: Making sense of social, cultural, and historical perspectives on learning Responding to a World on Fire: Engaging in emergent and responsive curriculum, developed each term in response to the context of the world and its connection to the work of teachers. Praxis: Becoming a critically conscious teacher who cultivates curriculum and spaces that are just and humane.

Cali Ellis

Equity and inclusion are important goals not just for students when they are on campus, but for students as residents of a larger society and community. One important and tangible step faculty can take to empower students in making their goals for social equity and inclusion a reality is to provide them with the tools to effectively engage with the civic institutions around them. The purpose of this Summer Institute is to provide faculty with the knowledge and hands-on tools to be able to incorporate the legislative process into their classes, empowering students with the knowledge and skills to be active and informed participants in this process. This will help students well beyond their time at Evergreen by encouraging thoughtful, participatory citizenship.

Alison Styring

Evergreen's 1000 acre campus is over two-thirds undeveloped, natural Pacific Northwest forest, wetlands, and beach. Students are drawn to the college for its green spaces and environmental studies curriculum, which extensively uses the campus lands in program activities and is one of the top two fields of study of the college (Evergreen New Student Survey 2018). What if, instead of being considered a nice bonus to attending Evergreen, the campus lands were the primary draw and attraction to potential students and their families? What if the lands represented the most innovative ideas in the country surrounding sustainable and just land use and stewardship? What if they were the focal point for unique degree programs and curricular paths that prepared students for future job markets in natural resource management, restoration, agriculture, and wellness? What if they were the basis of recreational and health opportunities and an integral part of the athletics program and student life? What if, when families planned their tour of potential colleges, their vision of an Evergreen visit was a vision of forest, farm and beach rather than visions of a building or clock tower? What if Evergreen's lands served as a national model for best practices in uncertain times? There is enormous potential for the lands to function as an environmental study area, an integral element of recreation and athletics, an extension of psychology and wellness efforts, the gold standard for sustainability practice and study, a thriving example of rightful and sustainable land use, and a connection to the community outside of Evergreen.